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ABSTRACT

Current educational developments and trends in the Federal Republic of Germany are presented in the articles and reports in this bulletin. The first article describes the present program and student body of a recently opened correspondence university in Hagen, Westphalia, and discusses its projected plans. The status of unemployment among youth in West Germany is examined in the second article. A third article reports the findings of a survey of the social background, initiative attitudes, and future prospects of youth without a qualified trade and suggests measures for helping them. Shorter reports deal with the opening of Bayreuth University, efforts at objective assessment of the economic efficiency of universities, the success of the recently opened "Berufsakademie" (Vocational Academy) in Baden-Wurttemberg, a proposed biology studies course for future biology teachers, and the decline in employment opportunities for teachers. Several brief news items provide information on current symposia, conferences, appointments, and other activities and issues in the field of education in West Germany. (MK)

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Articles

First correspondence university opened
A new type of higher educational establishment in the Federal Republic of Germany – 30,000 students by 1980 259
The state of unemployment among youth 260
What can be done for young people without a trade? 262

Reports

What do universities really achieve? 264
Bayreuth University opens its doors 265
Successful "Berufsakademie" 266
Reform proposals for biology 266
Opportunities of employment for teachers deteriorating 267

News in brief

269

Appendix

Supplement to special theme (Ed. and Sci. 16–74)
"A studies place for those with a foreign passport" 272
Study conditions for foreign students in the Federal Republic of Germany 272

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Bei Abdruck Beleg erbeten

First correspondence university opened

IV/64

A new type of higher educational establishment in the Federal Republic of Germany – 30,000 students by 1980

The first correspondence university in the Federal Republic of Germany launched its first study courses on 1 October in Hagen, Westphalia. Some days later there was an official opening ceremony. Heinz Kühn, Prime-Minister of the Federal State (Land) of Northrhine-Westphalia and Science Minister Johannes Rau described this new type of university, which is unique in the Federal Republic, as a trail blazer for new teaching and learning techniques and which operates at much lower costs than the traditional type. In addition, it offers a means of overcoming inequality of opportunity in the educational area.

By means of correspondence lessons and multimedial studies material, according to Herr Kühn, the correspondence university can now reach all those who have been unable to attend the usual form of university where they have to be physically present; this new establishment can also cater for: the physically handicapped, housewives, who, on account of their domestic duties and bringing up children, have had to forego a course of studies, gainfully employed persons, who for financial or family reasons have not been able to set up home in a university town and last but not least, elderly people, whose entitlement to education can continue undisturbed to a grand old age. No state can afford to allow the reserve of talent in these areas of the population (known once upon a time as the "cultural serfs of the nation") to lie fallow.

The correspondence university in Hagen has begun operations with 1,285 students. This number is to increase to 6,500 next year and to 10,000 the year after. When the proposed first development phase has been concluded by 1980, a student population of 30,000 is anticipated. In the present initial phase the range of study areas has been restricted to economic science and mathematics plus the educational scientific subjects. The studies material consists of didactically prepared correspondence lessons and multimedial programmes in the form of films, slide-sound combinations, video-recorder cassettes and similar technical teaching aids which have been specially developed and prepared for the requirements of correspondence courses.

The university in Hagen describes its activity as the "provision by correspondence of guidance for private study at home organized on a personal basis." The university, however, is fully aware of the important role of "learning stimulation" emanating from close contact with others at a normal university. To compensate for this lack of stimulation in private study at home, the Northrhine-Westphalian Science Ministry is setting up a network of decentralized contact centres within the Land. There are to be 26 such centres when plans have been completed. The centres will offer the services of "tutors" (who will provide studies advice and guidance) and facilities such as decentralized libraries, laboratories and mediotheques, in addition to usual studies material. These centres are also responsible for the arranging of evening gatherings, weekend seminars and summer courses for the promotion of direct contact between the students. Examinations are also to be held at these centres. According to the concept of the Northrhine-Westphalian Science Ministry, students following a full-time university correspondence course of some 40 hours a week, ought to spend about a fifth of this time at the studies centres.

Since more than 40 percent of the currently enrolled students do not live in Northrhine-Westphalia, this planned system of studies centres presupposes the gradual involvement of the other Länder (Federal States) in the whole scheme.

The largest group of the enrolled students living outside Northrhine-Westphalia (9 percent) hail from Bavaria. This group is followed by Baden-Württemberg (8 percent), Hesse (6 percent), Lower Saxony (5 percent) and Rhineland-Palatinate (3 percent). German students abroad comprise 1.5 percent and registered foreign nationals 4 percent. In order to ensure adequate advice guidance and care of the students, Dr. Peter Glotz, Parliamentary State Secretary at the Federal Ministry of Education and Science, made an appeal to the governments of the other Länder (during his address at the opening ceremony in Hagen) to involve themselves in the establishment of the contact centre network in their own areas in the interest of the people.

The projected main facilities comprising the 'hub' of activities at Hagen Correspondence University includes an institute for correspondence studies research with four professorial chairs for general higher education didactics and specific correspondence studies didactics, and a correspondence studies development centre with the task of "translating" the teaching material for the individual disciplines into progressive teaching and learning phases for studies courses and the media. Hagen Correspondence University also houses the Central Library for academic staff and a postal lending service; the Central Library

is also responsible for the decentralized centre libraries as well as the computer centre which, in addition to the usual commitments of similar facilities at other universities, also has to fulfil functions related specifically to correspondence studies, such as the continual assessment of the students and studies material, data control of the despatch of studies teaching materials and the supervision of corrections.

The didactically doctored and "translated" content in the correspondence lessons complies with the studies programmes laid down by the disciplines. The correspondence lessons and related media are, in the first instance, tried out with selected groups, changed and supplemented from a "learning-psychological" point of view. Only after a series of tests is the studies material made available to students by the studies area responsible for technical production and despatch.

Students enrolled at this "Fernuniversität" in Hagen are either "full-timers" who, for financial, domestic, health or geographical reasons, are unable to follow a course of studies at a normal university, or "part-timers", who, because of their job or other commitments, are obliged to pursue a correspondence course, and last but not least "course students" who (likewise parallel to their occupations) complete individual courses for which they are awarded a certificate. Nevertheless, in accordance with the currently valid framework examination regulations laid down by the West German Rectors' Conference (WRK) and the Education Ministers' Conference of the Länder, these certificates are not recognized as an eventual university entrance qualification.

Of the initially enrolled number of 1 285 students, 195 are full-time, 570 part-time and 520 course students. Broken down into subjects, mathematics accounts for 8 percent, economics almost 75 percent and accompanying education scientific disciplines 17 percent. In order to stress to what extent the new university is overcoming educational inequality and offering social opportunities, Minister Rau pointed out (at the inaugural ceremony) that 22 percent of students enrolled came from working-class families (compared with only 7 percent at normal universities). 3.2 percent were physically handicapped. The bulk of the students (63 percent to be exact) fall into the 25 to 38 age range, 500 between 40 and 52 and 2.2 percent yet older. 68 percent are married, 20 percent have one child, 18 percent have 2 children and 8 percent 3 children. The proportion of female students amounts to more than a quarter of the total number.

In addition to the correspondence university's commitments of teaching and research, the educational and studies-reform programme also has as its objective, inter alia, systematic research into the prerequisites and preconditions necessary for as high a success level as possible in university teaching (reduction in the drop-out quota), the development of new-type teaching methods and an optimum learning process via media-technologial provision of material. Over and above this, complex further training opportunities (concurrent with following a professional) are to be elaborated for all groups, on a social and age basis.

A special eye will be kept on the maintenance of a studies rhythm (corresponding to concrete studies conditions for the students) according to a fixed period-plan. In these fixed periods of time, calculated on average (experienced) values, material supplied to the students has to be carefully thought over, solutions found and tests completed. The correction of the solutions (or answer sheets) are the responsibility of external academic staff whose "modus operandi" is, in turn, supervised by the discipline concerned at the "Fernuniversität". The evaluation of the answer sheets and test problems are stored at the computer centre to create a studies "attainment picture" which wil be then supplemented by examination evaluations.

In its initial year of development the "Fernuniversität" has a budget of DM 10 million at its disposal. A total sum of DM 70 million in investment costs has been estimated for the period ending 1982. Once the development phase has been completed, a budget of DM 30 million annually is anticipated. This means that, at an estimated total figure of 30,000 students, costs per enrolled student per studies period will be less then DM 1,–.

The state of unemployment among youth

IV/63

At the present time two very "hot potatoes" are exercising educational policy in the Federal Republic of Germany and were, therefore, topic number one in the latest round of talks at the Education Ministers' Conference; these two "sensitive points" are (a) the surplus of teachers and (b) the current level of unemployment among young persons.

As reported on a previous occasion (see Education and Science 7–1975), there were already 123,000

young persons under 20 years of age out of work in the Federal Republic in January 1975. This figure had dropped (by 27,000) in May to 86,000; i. e. a drop of 30.1 percent. No further figures, which are collated and processed at the many labour exchanges up and down the country, have been issued since that time. The total number of unemployed which lay at something over 1 million in this same period has also reduced by 11.8 percent.

This apparently positive development at first glance should not occasion premature rejoicing. The President of the "Bundesanstalt für Arbeit" (Federal Labour Institute), Herr Stingl, has made no bones about the fact that, in his opinion, the drop in unemployment was only seasonal. The number of youthful unemployed has probably climbed once more to 100,000 and the level of those out of work will, on past experience, continue to rise, particularly because of the slump in the building industry during a particularly severe winter. In the summer months, the number of young persons without employment was especially high because of school leavers at this time.

Only 7.6 percent aiming at vocational training

It cannot be said that the lack of traineeships is forcing up the unemployment figures. Only 7.6 percent of the (above mentioned) unemployed youth were aiming at a course of vocational training and, as a consequence, were unsuccessful in finding work and "taken on" at the local labour exchange. In absolute figures: in January it was 3,700, in May 2,200 for whom no apprenticeship could be found. Of those unemployed persons under the age of 20 who have already been gainfully employed, 4,300 (in January this figure had been 10,400) were interested in an industrial trade. Here it mainly concerned young people who had already started vocational training (which had been broken off) and secondly, youngsters who wished to complete their training or continue it in another trade and thirdly, unskilled or semi-skilled. Overall, more males (8.4 percent) than females (6.5 percent) of young unemployed persons are interested in catching up on industrial training.

Professionally qualified also lose their jobs

Nevertheless, we must not lose sight of the fact that 24,300 (28.3 percent) of all unemployed young persons lost their jobs despite a completed course of works' training, semi-skilled instruction or corresponding school vocational training. This percentage, compared with January 1975 (28.2 percent), has remained almost constant, and compared with the September of the previous year (30.2 percent) shows a slight drop. Of the unemployed males in this group, the majority came from the following trades: mechanic, plumber and fitter. These were followed by the electrical trades. The "fashionable" professions have also hit a crisis in the meantime. Sales staff and office workers have likewise joined the ranks of the unemployed. In the case of trained female personnel, the most badly affected were office, hairdressing and textile trades.

71 percent of unemployed without vocational training

The lion's share of unemployed young persons, however, comprises at 67,000 (i. e. 71.7 percent) youngsters without a trade. Young people without a "Hauptschulabschluss" (i. e. Main School Leaving Certificate) lead the field at 46.1 percent, followed by those with "Hauptschulabschluss", 3.6 percent with an intermediate certificate and 0.2 percent who even had Higher School Certificate i. e. "Hochschul- or "Fachschulreife".

If one relates level of education to length of unemployment, it emerges (as expected) that young people with a more superior school background do not remain so long out of work as those (a) who have not completed a full school course and (b) the unskilled without "Hauptschulabschluss", who form the largest proportion of unemployed over a longer period (more than 6 months), i. e. 27.9 percent as opposed to only 14.2 percent of the younger generation who have already completed their apprenticeship.

More and more foreign nationals amongst the unemployed

According to the figures published in October by the "Bundesanstalt für Arbeit", the number of available apprenticeships continues to remain scarce. Between October 1974 and September 1975 360,000 vacant industrial traineeships were registered compared with 375,000 applicants. The number of vacancies dropped by 4.6 percent compared with the previous year. In this connection it must be pointed out that many concerns are looking for apprentices and vice-versa without calling on the services of the labour exchange. Nevertheless the figures published by the labour exchanges give a fairly faithful reflection of the trend. They also reveal marked regional differences in unemployment and shortage of apprenticeships. The "Bundesanstalt für Arbeit" states that vacancies exist mainly in the food industry, the building trade, hotels and restaurants and body care; but they seem to offer no great appeal to young people. Many cling grimly to their original vocational intention.

The employers' point of view

Apart from the "international economic crisis" which is given as the main reason for unemployment among youth, several other theories have been advanced in this direction. The shortage of traineeships is not seldom placed at the door of the employers.

The Association of Young Employers published the findings of a survey on this subject several weeks ago. This stated that the basic reasons are: 1. The number of main school leavers has vastly increased because of the higher birthrate in this age group. 2. Young people who, during the economic boom, were intent on making a "quick penny" and, consequently, didn't learn a proper trade, are now trying to make good this loss and are competing with main school leavers for training places. 3. Further competitors are secondary modern (Realschule) and grammar school (Gymnasium) leavers who, because of restricted admission (numerus clausus) to many university disciplines, view their chances of study as nil. 4. Too many young people are jostling for places in "fashionable" occupations for which there is no long-term requirement. 5. More and more foreign workers are experiencing difficulties in obtaining employment. 6. The generous rate of unemployment benefits is causing more than a few of the youthful unemployed to enjoy being out of work for a while.

In the view of the employers as well as according to the experience gained by the labour exchanges: young people with a sound schooling and good reports have no fears for the future. The only thing they must be prepared to do, however, is to change their original professional intention, if the need arises.

In conclusion, we must make mention of the fact that, according to details published by the Permanent Committee for Employment Affairs in the European Community, the Federal Republic is relatively well placed compared with her neighbours such as Italy (some 300,000 unemployed young persons), France (289,000) and even smaller countries such as the Netherlands and Belgium (between 70,000 and 56,000). Nevertheless, Federal Minister Rohde, who recently announced these figures, stated, "this was no reason to abandon our concern."

What can be done for young people without a trade?

IV/63

As will have been gathered from the previous article, young people without a qualified trade in the Federal Republic of Germany represent a particularly threatened group; they are the "first to be fired and the last to be hired". Who are these youngsters and how can they be helped? These questions were the subject of a survey whose findings now exist in manuscript form. (They are given in detail in "Informationen" Nr. 33/1975, published by the "Bundesanstalt für Arbeit" in Nuremberg). The study was elaborated by the Federal Institute for Vocational Training Research, Berlin (West), as part of an extensive research project "Basic Vocational Qualifications in Secondary Stage II". The title of this sectional study: "Jugendliche ohne Berufsbildung – ihre Herkunft, ihre Zukunft; theoretische und konzeptionelle Ansätze". ("Yong Persons without Vocational Training – their Background, their Future; theoretical and conceptional Initiatives").

How many young workers are there?

An unfortunate feature of the survey (which has been conducted since early 1974) is the fact that it is based on the figures obtained by the (population) census of 1970. But statistics are often out of touch with reality somewhat; incidentally, there are still no fresh data available on this group of persons. In 1970 there were 270,000 "young workers" in the Federal Republic ("young workers i. e., "Jungarbeiter", is the official name for young people without a professional qualification), 15 percent of whom had to attend vocational school, i. e. were under 18 years old. In other words: every year some 80,000 young people start work without having been trained for a profession. Almost every sixth young person having to attend vocational school does not learn a trade. The proportion of young males is 32 percent of this group, and young females 68 percent. These percentages have remained fairly constant for years.

This group, which has probably grown in the meantime and which relates to the total number of pupils overall in Secondary Stage II (Sekundarstufe II) i. e. 16 to 18 year olds, still amounts to 9 percent, however – which, according the proposed aims of the Overall Education Plan (Bildungsgesamtplan), is to be reduced to 2 to 3 percent by 1985.

For the time being, we must reckon with the level of "Jungarbeiter" among those having to attend vocational school rising to as much as 20 percent in view of the dwindling availability of apprenticeships and the numerically large year groups leaving school. Reason enough, then, to think about ways to help them.

"Jungarbeiter" – socially handicapped

Up to now it has been frequently assumed that "Jungarbeiter" have learning difficulties. This view has been proved wrong to a large extent. The "Arbeitsgruppe für empirische Forschung" (i. e. an empirical research group), Heidelberg, has established that, of the "Jungarbeiter", only 10 percent are former pupils of special schools. 39 percent – at least as far as the group examined is concerned – were in possession of "Hauptschulabschluss" (i. e. Main School Leaving Certificate), 4 percent had "Mittlere Reife" (Intermediate School Leaving Certificate) whilst 2 percent had unsuccessfully attended Realschule (Intermediate or Secondary Modern School) or Gymnasium (Grammar School). 14 percent had left Hauptschule without acquiring the required "Abschluss" and 6 percent came from various types of vocational schools. A large group (25 percent i. e. a quarter) had started on an apprenticeship which they had subsequently given up. The survey revealed that the last-named group differs in social structure and personal features from the other "Jungarbeiter".

According to these findings, "Jungarbeiter" are socially handicapped, it we may coin this designation. Their inability or reluctance (the latter applies particularly to girls) to learn and practise a trade is largely conditioned by family background. Many young people who became "Jungarbeiter" hail first and foremost from families where the parents have unskilled occupations. The micro-evaluation at the time of the last census in 1971 revealed that 47 percent of the fathers and 80 percent of the mothers of unskilled workers did not have a qualified profession themselves (in the case of young skilled workers the figures were only 35 percent of the fathers and 76 percent of the mothers). A survey conducted in Baden-Württemberg showed that young people who do not possess a training contract have clearly less independence than apprentices – since this is not encouraged by the parents – in fact, an independent nature is literally impeded by an authoritative upbringing. "Jungarbeiter" are more influenced by the conduct of their parents than other young persons since such parents have, to a very great extent, a negative attitude towards education. School is viewed as a nuisance which is then carried over to the vocational school which, despite the threat of a fine, is frequently "cut" by as much as a third of the "Jungarbeiter" (although attendance is only one day a week). Learning a trade seems of less importance to "Jungarbeiter" than earning a relatively high income as rapidly as possible, instead of a much higher income at a later date. This applies particularly to girls who, despite all informative campaigns, cling grimly to their traditionally expected role of marriage and giving up their jobs.

The question of personality structure

In the investigation mentioned earlier the question of the personality structure of these young people was raised but not fully answered. In an effort to obtain more precise data a major representative survey is in preparation, at the present time. It is to record young people with or without some form of school certificate, their personality and ability structure, the differences between "Jungarbeiter" and the sub-group of "trainee drop outs", the special problems with young foreigners without a trade as well to clarify the influence of regionally conditioned economic and social factors. First and foremost, it is to develop concepts which are to be tried out in model experiments.

Measures considered

If help is to be given to young people without a trade or who are inadequately trained, the following considerations are put forward in the light of the latest findings:

- Promotion measures in part-time vocational schools of the traditional type are not to take place; their existence and their assignment presuppose that profession and vocational training are essential for planning one's life. But in the case of "Jungarbeiter" this is not true.
- The Foundation Training Year, which, in future, is intended to guide youngsters leaving Hauptschule towards a final choice of profession and vocational training (via a broadening of general education and pre-training in a "vocational area"), is also rejected by certain experts as being equally unsuitable for this group of young persons.
- Carefully thought-out vocational – pedagogical care in full-time vocational schools as well as a two-year course at these schools is worth considering but out of the question at the present time since such establishments are "too thin on the ground" to cater for so large a group of young persons.
- A tenth year at Hauptschule, often viewed as "the answer" to keep unemployed young persons without vocational training busy, is rejected by the findings of this study on the grounds that young people are tired of schooling and, in some cases, even harbour hostile feelings. Moreover, parents who tend to shy away from education would not accept the need for a prolonging of time spent at school.
- Promotion courses run by the "Bundesanstalt für Arbeit" at a local level in an effort to assist "Jungarbeiter" are only attended (on past experience) by a "positive-minded select few" and appeal to a certain type; generalization is not possible.

- General "compulsory vocational training", analogous with the already existing compulsory vocational school attendance – to the 18th birthday – is being considered. There seems to be much in its favour. On the other hand the objection is raised that this "compulsion" is double-edged. It affects both young persons as well as employers. But will firms, who are unable to provide enough training places anyway, be prepared to take on this new commitment? Many concerns have already introduced special measures for young persons without professional training – but only those who are genuinely interested come forward. What is more, special courses of this type provide part-qualifications which are of only limited advantage to firms. If industry, in future, is given the responsibility for training, the experts are of the opinion that this commitment must be facilitated by a public, i. e. non-works, system of finance.

The heart of the matter: motivation

The main problem still remains far from solved, however. The lack of motivation on the part of these young people in regard to their professional qualifications and preparatory future planning cannot be cured by supplementary measures such as this – it can only be assisted.

Experts are obviously still not in a position to say how this lacking or "dormant" motivation can be awakened. They are clear about the following:

- compact measures for "Jungarbeiter" are not worth while since they would not promote social integration
- it would be preferable to replace the usual "run-of-the-mill" schools with local learning centres including the unconventional "learning dens" or "learning studios"
- teaching methods should be tailored to the personality, talent structure and experiences of these young persons and, as a consequence, those responsible for instruction should not be teachers in the traditional sense but pedagogic experts with "group development knowledge"
- training should, wherever possible, be given according to the "unit system" as – but for other reasons – is being planned in future for students and which is particularly suited to this group of young persons on account of its flexibility from the point of view of time and content.

Reports

What do universities really achieve?

Criteria are now to be obtained (by means of a broadly based programme) in an effort to assess the economic efficiency of universities. Time and time again, of late, politicians at both Federal and Land level have expressed doubts that universities in the Federal Republic are functioning effectively. Federal Chancellor Helmut Schmidt, for instance, called for a more pronounced economic approach ("Cost-Efficiency-Examination") in the academic sphere on the occasion of this year's general meeting of the Max Planck Society for the Promotion of Arts and Science in June. Above all he levelled very sharp criticism at the business efficiency of research and teaching at universities. He demanded far-reaching rationalization.

A search has been going on for some time in different places to find points of departure and the machinery to implement rationalization. With the assistance of the Donors' Association for the Promotion of Arts and Sciences in Germany, a firm of business consultants in Düsseldorf is working on a model to clarify all the basic economic functions of a university. A business efficiency experts' report has already been prepared for several universities and the "Hochschul-Informations-System GmbH" has undertaken a successful model study at the University of Erlangen-Nuremberg. On the strength of this study a comprehensive project is now being developed which is being financed in part by the Federal Government. Within the framework of the joint Federal Government/Federal States Commission for Educational Planning, a "periodic, standardized economic business efficiency report" is to be compiled, i. e. a system of informative "indicators" providing details on the efficiency of higher education establishments and on the developments in costs and usage.

The object of this project is to establish key values for the different commitments, functions and disciplines of the universities which can provide details on developments in the various areas of the university as a whole. Planning and management can, in the opinion of the Federal Ministry of Education and Science, be improved in this way and money more economically and effectively used. In the first instance, efforts are being made to create "indications" for the latest situation and development within the higher education system as well as a measurement of performance in studies and teaching, in research, in administration and autonomy.

Because objective assessment of efficiency is difficult at universities and throw up questions regarding method, a special effort is to be made to establish efficiency comparisons between similar disciplines within a university, between different universities and their faculties, as well as a comparison of target with actual figures. Additional information is hoped for by a periodic repetition of such comparisons.

This project differs in many aspects from former surveys. For the first time monetary levels are to be included to a very large extent and, for the first time ever, information is to be gathered and evaluated (in a comparable manner with the aid of computers) on a large Federal State (i. e. Bavaria in which Erlangen-Nuremberg University is to be found and where the preliminary survey was conducted) which is of importance for management and planning in universities as well as for administration and planning by the authorities for the whole of the Federal State. Exchange of data and the introduction of similar computer-aided administration systems not only make inter-operational comparisons and short-term administrative control measures possible; they may well result in marked rationalization within the administration.

The findings of this model experiment in Bavaria will be made available to all the Länder and universities for purposes of evaluation and translation into practice. Several Länder have already expressed their interest in principle in adopting this "indicator" system which is to be set up by the end of 1977. In the view of the Federal Ministry of Education and Science, the introduction of this system in the Federal Republic as a whole would provide planning and full capacity control in higher education on a more objective basis than was the case hitherto. The urgency of investments in widely varying higher education projects in the Federal Area could be weighed up on a comparative basis as could be load borne by certain universities because of particular structural features.

* * *

Bayreuth University opens tis doors

Exactly 232 years after the first attempt to found a university in Bayreuth, the administrative capital of Upper Franconia, the seventh Bavarian state university began operations on 3 November. Dr. Klaus Dieter Wolff, the first president of Bayreuth University, is expecting the new university to provide valuable impulses for the development of the Upper Franconian region, particularly from an educational, social and economic point of view.

As far back as 1742 Margrave Friedrich and Margravine Wilhelmine founded an academy in Bayreuth which was granted university status by Imperial Decree in 1743. Student unrest, however, caused "Friedrichs-Akademie" to be closed the same year and transferred to Erlangen.

Bayreuth University – the third new university to be founded in this century after Regensburg and Augsburg – was first approved by the Bavarian Landtag (i. e. Federal State Legislature) as far back as July 1970. This university, caters for all disciplines, including the natural sciences, law, economic sciences and the arts. The basic academic concept for Bayreuth University was elaborated by a special advisory body set up (under the chairmanship of Prof. Wolfgang Wild from the Technical University, Munich) by the Ministry of Education.

Actually, teaching activity at Bayreuth began several years ago in the education sciences at the former Pädagogische Hochschule (Teachers' Training College). On 1 October 1975 this discipline (with some 650 students) at Erlangen-Nuremberg University was integrated into Bayreuth University. The first semester opened with about 900 students, more than 20 professors and 60 assistants. When the final phase has been completed in the early eighties, a capacity of 6,000 places is to be available at Bayreuth.

The academic programme for the winter semester 1975/76 began with courses in biology, mathematics as well as a teachers' course (Lehramt) in a combination of two of the following subjects: mathematics, sport and physics. As is only to be expected, Bayreuth, for ever associated with the composer Richard Wagner and the annual festival of his operas, provides an ideal setting for musical theatre research, which is included in the arts disciplines at the new university.

There are to be several focal points in the natural science area. This is to include a completely new biological special research programme "Experimental Ecology and Research into the Ecological System" which, as a form of bases research, is to acquire increased significance, inter alia, for regional planning and environmental conservation. In the Faculty of Chemistry a further focal point is to be "macromolecular chemistry", a highly important research area in this age of synthetics – an area which has received only limited attention at most universities. Within the faculty of the geosciences, the subject of geo-ecology is to be given special emphasis.

The studies concept for jurisprudence and economic science envisages, in particular, a so-called single-stage law course with an economics bias. This course is designed to train fully qualified lawyers with a specialist basic knowledge in economics. In the end-phase at Bayreuth University, the arts sub-

jects are to offer, in equal measure, study courses outside the teaching programme as well as those for teachers at all levels to cover requirements in the university catchment area.

* * *

Successful "Berufsakademie"

The "Berufsakademie" (Vocational Academy) in Baden-Württemberg (see "Ed. & Sci." 11–74) has been considerably expanded in the second year of its existence. This new-type educational institution, which offers "Abiturienten" (holders of the Higher School Certificate) an alternative to a university studies course, first opened its doors on 1 October 1974. On 1 October 1975, a further 300 "Abiturienten" began their three-year course at the "Berufsakademie". The two disciplines of economics and technology have now been augmented by a course on social affairs. The practical phases of the training, whose alternation with theoretical instruction are a particular feature of the "Berufsakademie", have been taken on by 20 institutions and organizations in the social affairs' area. 500 "Abiturienten" applied for the initial 30 places in the social affairs course.

In the other two areas, i. e. economics and technology, the number of students has grown considerably in the second year. Whereas 45 firms provided 180 training places in 1974, this figure has now risen to 77 firms and a total of 450 places. Apart from the two major cities of Stuttgart and Mannheim (in the Federal State), Villingen-Schwenningen, the centre of the clock and watch industry in the Federal Republic of Germany, is now giving its support to the Academy.

In the meantime, the first interim report on the scientific observations accompanying this "Stuttgarter Modell" (started in 1972) and later taken over by the "Berufsakademie" in 1974, has now been published.

Educational scientist Prof. Dr. Jürgen Zabeck, Mannheim University, and Wolfgang Müller, qualified teacher of commercial subjects, have evaluated a survey conducted among 700 male and female students at the Academy, two colleges and two universities in regard to the motivation for their course of studies. According to a report by the Mannheim "uni-report", it emerged that in comparison with the others, the "Berufsakademie" students showed themselves to be more active, more ready to take a risk, more self-confident, better able to express themselves, more strongly orientated to the working world and less dependent on certificates for their career. This self-appraisal on the part of the Academy students reveals a greater leaning towards the practical world. This has led the two experts to conclude that the Academy's experiment of providing "Abiturienten" with a more pragmatic attitude towards requirements of a more exacting theoretical-practical nature, has proved purposeful and necessary.

It is noteworthy that the Academy students confirm their choice of training with almost the same determination as university students; only 10 percent of the "Berufsakademie" students wish to follow a subsequent university course. True, the Academy students place their expectations at a lower level as far future social prestige is concerned. Their choice of training was dominated by "practice" and "security", i. e. professional practice during their course and the genuine chance of employment afterwards were given a high rating. They also stressed the large measure of financial independence during their studies course with a greater likelihood of success. Prof. Zabeck interprets this as "security at a lower performance level" which can be traced back to the generally poor average grade in "Abitur" (Higher School Certificate) on the part of the Academy students compared with those at university. The latter give as the reasons for their choice of studies, versatility in subsequent professional activity (i. e. greater mobility); the quality of training, the opportunity for creativeness and decision and – that a university diploma is of greater value than one from the "Berufsakademie"; furthermore, once "Abitur" has been obtained, the entitlement to a university course of study should be taken up, and finally, the desired future profession demanded such a course of study.

* * *

Reform proposals for biology

The German National Committee of the "International Union of Biological Sciences", has, together with Association of German Biologists, drawn up a framework plan for a biology studies course for would-be teachers in this subject, i. e. culminating in a state examination, at universities in the Federal Republic of Germany. Relative suggestions leading to a diploma in biology are to follow. The National Committee has based its new proposals on the high rate of development in various sectors of the biological field, e. g. biochemistry, molecular biology, ecology and behaviour physiology. New teaching contents have been given an important position in schools' curricula. The training of biology teachers must be adapted to increased and changing demands.

The framework plan, which has been submitted as a subject of discussion by biological associations, lays down a minimum number of teaching periods in the various sub-areas of this discipline. Vis-à-vis an educational science course (obligatory for all future biology teachers) the studies course in this subject should not be further "pruned". In the first instance, the various studies' areas include "Bases of Biolo-

gy", i. e. biochemistry, biophysics, molecular biology, cellular and micro-biology, the theory of evolution, formal genetics as well as scientific theory and history. Secondly, the framework plan attaches particular value to the area of ecology and bio-geography which is of great significance because of its social relevance and its theoretical learning objective; here the synthetic "façon de penser" is practised in the natural sciences as opposed to the analytical approach in the other biological disciplines.

For this reason, a clear distinction is to be made between ecological teaching events and those embracing botany and zoology.

The new plan also regards human biology as an independent sub-area; it cannot go on being an "appendix" to zoological teaching programmes "ad infinitum", it is stated. Applied biology is also to be treated as a special sub-area of its own, although it is assumed that "application" is to be given adequate consideration in the other sub-areas of biology likewise. The so-called "basic sciences" (which are essential for a biology teacher nowadays)are named as physics, chemistry and mathematics (particularly biometry). As a general rule, the necessary level must be attained for this within the framework of the second study subject (chemistry) as demanded by the new plan for biology teachers.

* * *

Opportunities of employment for teachers deteriorating

The latest alarming figures on employment opportunities for teachers in the Federal Republic of Germany were presented at the 173rd Plenary Session of the Education Ministers' Conference on the 20/21 October in Hannover. In the second half of 1975, the report states "the chances of obtaining a teaching post have deteriorated to an unexpected level". This led to a situation where the number of unsuccessful applicants for a training place in school practice ("Referendariat") was more than double that at the end of June (1,400). The number of applicants who had successfully passed their second public examination (Zweite Staatsprüfung) for a teaching post also exceeded forward estimates.

In the first instance, when expressed in absolute figures, the situation does not seem quite so dramatic:

A. Practical training for a teaching post

- at primary (Grundschule), main (Hauptschule), special (Sonderschule) and Secondary Modern (Realschule) Schools: For these four school types, an 18 month training course (subsequent to completion of higher education studies) is required in five of the Länder, culminating in the "Zweite Staatsprüfung". These Länder are: Bavaria, Bremen, Hamburg, Hessen and Northrhine-Westphalia. Of the 14,200 applicants a good 5 percent were unsuccessful. Only in the case of Northrhine-Westphalia were all applicants accepted this year.
- At the grammar schools (Gymnasien), the number of successful applicants amounted to 9,700 – the number rejected came to 1,700. Numerically speaking – since not all those completing higher education take a teachers' practical training course (i. e. Referendardienst) – the quota of unsuccessful candidates was 15 percent. This high level is explained in part by the fact that during this preliminary stage of registered applications, a substantial unknown number of non-scheduled applicants (such as mathematics and science graduates) have been included in the figures.
- As far as vocational schools (Berufsschulen) are concerned, the situation continued to have a bright outlook, particularly in view of their shortage of teaching staff so far; of 4,300 applicants, only 250 were not accepted. This figure also contains non-scheduled applicants.

B. Appointment to a teaching post

Following the "Zweite Staatsprüfung" and practical training in schools, most of the would-be teachers look for employment in state schools. Those whose efforts prove unsuccessful still have the chance of employment at private schools. The actual number to do this this year has still not been recorded statistically. The relatively few private schools who, in the past, have experienced great difficulties in obtaining teachers, are, for the time being, in a fortunate position. Their requirements will also soon be covered.

- At Grund-, Haupt-, Sonder- and Realschulen there were 21,300 new applicants for teaching appointments at state schools this year; of these 2,800 i. e. 12 percent, were unsuccessful.
- At Gymnasien 6,900 applicants were taken on and 200 i. e. 3 percent, rejected in the current year.
- At "berufsbildende Schulen" 3,600 new teachers were taken onto the payroll and only 10 rejected (this represents a ratio of 3 : 1,000 even when the unknown quantity of extraordinary applicants is included).

C. Unemployed teachers

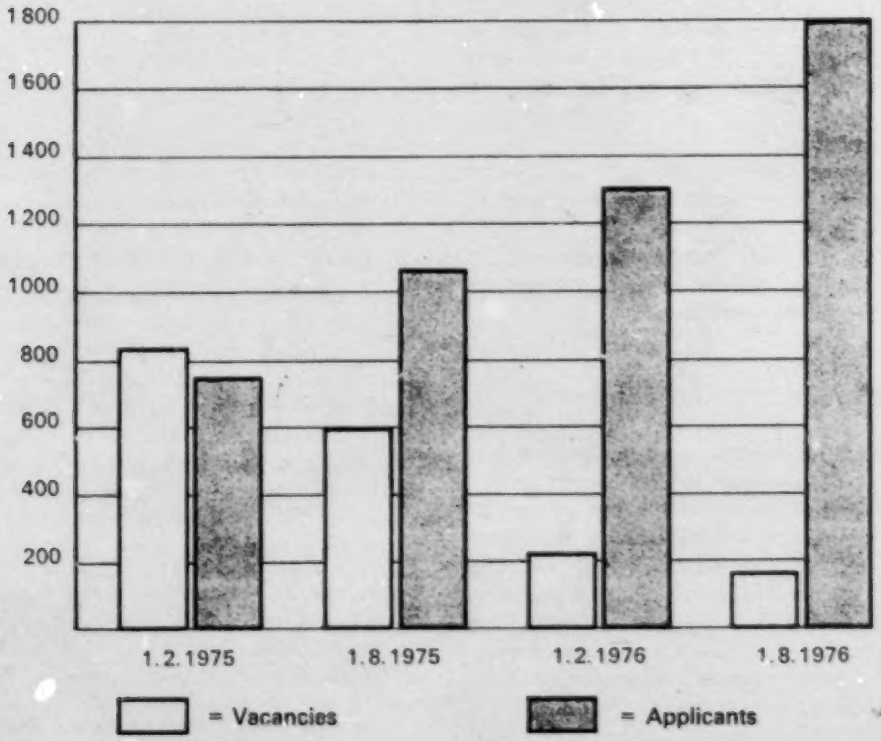
The number of teachers out of work has still not been statistically recorded since, as mentioned above, many have found their way into private schools and since, in addition, a number of teachers (because of status reasons, inter alia) have not registered at the

labour exchange which keeps records of the unemployed; last but not least, the official definition of "unemployed" is someone who is without a job and who is seeking employment for a period exceeding three months and for more than 20 hours a week.

In May 1975 the number of teachers in this category had reached 2,400, almost four times the number in autumn 1973. Although it is still too early to speak of structural unemployment among teachers, the report by the Education Ministers' Conference indicates that "things are moving in that direction".

It is not the absolute figures which give cause for worry but our old "Friend Trend". How precarious the situation has become within a few months is clearly illustrated by the graph from Land Hesse (taken from the "Bildungspolitische Informationen" Nr. 2/1975, published by the Hessian Ministry of Education) which compares number of posts available with the number of applicants in the case of Grund-, Haupt- and Realschulen:

Possibilities of employment after "Zweite Staatsprüfung"
Vacancies – Applicants



Likewise, when compared with the situation regarding other professional groups in the labour market, the trend for teachers is unfavourable; between September 1973 and May 1974 the number of unemployed in other social welfare and educational professions somewhat more than doubled, the number of unemployed engineers, natural scientists and mathematicians trebled but the number of unemployed teachers almost quadrupled.

News-in-Brief

DAAD intends to increase post-contacts

The German Academic Exchange Service (DAAD) intends to intensify its contacts with former scholarship holders. Subject-orientated post-contact seminars have already been held in the past few years, informing former foreign DAAD scholarship holders on the latest developments in their particular field in the Federal Republic of Germany. Similar seminars are planned for 1976 in several countries. On the occasion of a post-contact seminar for the medical profession and bio-chemists in Rio de Janeiro in September 1975, the DAAD tentatively suggested that, should the funds for post-contacts not be increased, it might be more expedient to reduce the number of scholarship holders coming to the Federal Republic and to intensify contacts with former scholarship holders instead. As became apparent in Rio, the desire on the part of former scholarship holders for increased specialized contacts with the Federal Republic is very marked. In addition to seminars, further means of maintaining contact were given as return trips (of shorter duration) to the Federal Republic and the supply of specialized literature.

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New president of the Humboldt-Foundation

The Alexander von Humboldt Foundation has a new president; after almost 22 years in office, Prof. Werner Heisenberg asked Federal Foreign Minister Hans-Dietrich Genscher to relieve him of his duties as president entrusted in him on the occasion of the re-establishment of the Foundation in Bonn in 1953 by the then Federal Chancellor Konrad Adenauer (in his further capacity as Federal Minister of Foreign Affairs). Following a hearing of the board, Genscher appointed Prof. Dr. Feodor Lynen as the new president; Prof. Lynen's new appointment (for the next fixe years) is director of the Max Planck Institute of Biochemistry in Martinsried near Munich and Vice-President of the Max Planck Society.

Heisenberg played a decisive part in the restoration and expansion of the Foundation following World War II. In the early fifties it was still not a matter of routine for foreign scientists to come to do research work in the Federal Republic of Germany (see "Ed. & Sci." 15–75). As far as the re-establishment of the Humboldt Foundation was concerned, it was of inestimable value that one of the most outstanding and famous physicists in modern times, i. e. Werner Heisenberg, was prepared to link his name at that time and for many years to follow with the activity and integrity of the Foundation. The great level of trust experienced gradually by the Foundation both at home and abroad is due mainly to Heisenberg.

Now, instead of a Nobel prize-winner for physics, Prof. Lynen comes to take over the reins at the Humboldt Foundation as a Nobel prize-winner for physiology and medicine. Like his predecessor, he has enjoyed links with science in other countries for a great number of years and had won international recognition for his work in the field of fat chemistry, particularly cholesterol metabolism. Prof. Lynen has been linked with the Humboldt-Foundation for some little time because of his care of numerous Humboldt research scholarship holders.

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German studies symposium for former Humboldt scholarship holders

German scholars from 22 different countries met in Ludwigsburg late October to discuss problems of a literary nature in general and problems regarding German studies, i. e. language and literature in particular. All those taking part were former Humboldt scholarship holders who had spent some time in the Federal Republic in the past and who were now lecturers and professors in their homelands once more. Via the Ludwigsburg Symposium, they were seeking to renew their contact to German studies, i. e. "Germanistik."

Their point of departure: the study of the German language and literature is not universally standardized. The Japanese, for instance, have a different approach to the study of German literature compared with the Australians; the organization of German studies at American universities is different from that at Austrian. The question as to whether German studies had any common denominator was, therefore, one of the main topics of discussion in Ludwigsburg. The question of social involvement on the part of literature was a second focal point of the conference which was given financial support by the Donors' Association for the promotion of Arts and Sciences in Germany. A publication in the form of a book is to appear in the coming months giving full details of the findings of the symposium.

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Expenditure on monument conservation by the Länder

Since 1970 the money spent on monument conservation by the Länder in the Federal Republic of Germany has almost doubled. This fact was established by a survey conducted by the Educational Ministers' Conference at the end of 1975, i. e. Monument Conservation Year. Current expenditure and investments towards this end amounted to no less than DM 225 million in 1975. In 1970 this figure stood at DM 117 million, representing an annual growth rate of 11 percent on average. Compared with 1974, the increase came to DM 40 million or 18 percent. Viewed overall, the grand total spent by the Länder on monument preservation between 1970 and 1975 was DM 918 million.

The Federal Government's contribution to the maintenance or restoration of architectural monuments of special national or cultural significance amounted to DM 1.8 million in 1975. A good DM 1.2 million was placed at the disposal of the National Committee, i. e. the body entrusted with the preparation and implementation of the International Monument Preservation Year. These figures alone display quite clearly that monument preservation in the Federal Republic is largely the responsibility of the Länder. Large amounts of money have been spent by the various communities amalgamated in the German Cities' Assembly for their architectural treasures and sites of historical

interest. A detailed breakdown of the expenditure which was to provide an overall picture at the end of 1975, has proved more than difficult since many authorities are frequently housed in historical buildings (e. g. townhalls, castles etc), the maintenance costs of which are not included under monument preservation in their annual budgets and which appear elsewhere in the financial planning.

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Children's doctors opposed to early schooling

The lowering of the school age from six to five years is being hotly discussed in connection with the proposed reform of preschool education. The Association of Pediatricians in Germany issued a warning in this respect at its congress in Bad Orb on 18 October. By bringing the school age forward, the "army of school failures" would only be increased. The readiness to learn on the part of four or five-year-olds should not be translated into a demand for a general earlier start for children in school. The burden of school at this young age would prevent the harmonious development of social qualities. The congress further called for greater involvement of pediatricians in future educational planning wherever the latter could influence the psychic development and health of the children. The same sentiments were expressed recently by the German Federation of Female Doctors.

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Association of Teachers and Doctors

Grammar school teachers and doctors in Northrhine-Westphalia have, via their individual professional associations (i. e. the "Philologenverband" and the "Hartmannbund"), set up a working association. Partners and beneficiaries are to be the parents. A series of events which have been programmed for the coming months are to concern themselves with different school problems such as learning and behaviour disturbances, attainment pressure and handicapped children.

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180 comprehensive school experiments

According to the latest figures compiled by the Secretariat of the Education Ministers' Conference, 180 current comprehensive school experiments are officially recorded. Of these, 167 are being implemented, 13 are still at the planning stage. The majority of these schools are of the "integrated" type (in all, 137); a further 15 are so-called "cooperative" comprehensive schools (i. e. the exisiting traditional types of schools remain unchanged but are being encouraged to "cooperate"), and 15 experiments of a partly integrated mixed character, in which, as a rule, Years 5 and 6 are fully integrated as the "Orientierungsstufe", i. e. "Orientation Stage".

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"Oberstufenreform" – facts and figures

From 1976 on, the "Oberstufenreform", i. e. the reform of the top classes at grammar schools, is to be compulsory throughout the Federal Republic of Germany. In 1975 almost half the Gymnasien (45.3 percent) had, in accordance with the Education Ministers' Agreement, complied with the "Neugestaltung der gymnasialen Oberstufe". Here, the regional differences are quite considerable. Whereas in Berlin (West) 98.6 percent, Hamburg 90.6 percent and Northrhine-Westphalia 86.7 percent of all Gymnasien have introduced this reform in the senior classes, the figure for Bavaria is 20.5 percent, Baden-Württemberg 15 percent and the Saar 10.2 percent. Nevertheless preparations for reform are also going ahead in these latter Länder who are progressing at a cautious pace.

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Franco-German "Abitur" in Versailles

At the beginning of the new school year, at the Hoche Gymnasium in Versailles, the department assigned with the preparatory work for the Franco-German "Abitur" examination started work. The possibility of taking an examination of this type (which is recognized by both countries) has only existed so far at Franco-German Gymnasien in Saarbrücken and Berlin (West).

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More money available for the Franco-German "Jugendwerk"

The temporarily reduced funds available to the Franco-German "Jugendwerk" (official youth exchange organization between the two countries), whose headquarters is situated in Bad Honnef near Bonn, has now been stocked up once more. On 28 October, the board of trustees approved the new budget amounting to DM 28.5 million for 1976 (1975: 26.5 million). Of this figure, DM 4.9 million has been earmarked for vocationally orientated programmes, DM 2 million for pupil exchange, DM 2.3 million for higher education exchange and DM 6.2 million for youth exchange in general.

A special fund to the tune of DM 1.9 million is to finance new-type programmes such as accompanying measures on the part of the "Jugendwerk" for the Franco-German vocational training courses in the building, electrical and metal sectors, details of which have already been given by this service at an earlier date. This model programme is already running in Baden-Württemberg, Rhineland-Palatinate, the Saar, in Alsace and Lorraine. In addition, this special fund financed a survey, conducted on behalf of the "Jugendwerk", in the form of an opinion poll in France and the Federal Republic on the views and expectations held by 15 to 24-year-olds in relation to the proposed exchange with the other country. The findings are to assist the "Jugendwerk" to revise its work on the strength of social scientific diagnoses.

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Rhineland-Palatinate: pupils interested in French

According to a statement by Education Minister Vogel, Rhineland-Palatinate, in reply to a question by the Opposition in the Landtag (State Legislature), two thirds of all pupils at Gymnasien opt for French as their second foreign language in this Land. At the Realschulen in Rhineland-Palatinate, where French is offered as an optional subject from the 7th to 10th Classes, about a quarter take part in French instruction. At Hauptschulen, the opportunity exists to learn French as a voluntary activity, in addition to English which is compulsory.

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8th German-Polish school textbook conference

At the 8th German-Polish school textbook conference in Warsaw, members of the Commission of Experts of both

countries, reached agreement on the understandably critical subject of "Modern History to the Year 1975". It is now a matter of ensuring that the recommendations by the historical experts find their way into the school textbooks.

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"Abiturienten" to become industrial sales staff

According to a report in the "Staatszeitung für Rheinland-Pfalz", No 39/75, "Abiturienten" (holders of Higher School Certificate) are being offered officially recognized courses by the Education Ministry of Rhineland-Palatinate leading to a career as "Industriekaufmann" (Industrial Sales Staff). In the meantime, a one-year course has been set up in Ludwigshafen. A second pilot scheme is running in the area of Neuwied. Here, the training is extended over two years and has been taken on by a "cooperative" of small and medium sized enterprises.

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More help for pupils with congenital alexia

Greater assistance for pupils suffering from congenital alexia (reading difficulties) is to be provided by an amendment in the Bavarian school regulations; these latter are now to provide help for pupils with reading and writing difficulties beyond the first six years of schooling up to the time they leave Hauptschule. In the awarding of marks for German, reading and writing attainment are to go ungraded. In English, likewise, oral attainment is to be the chief guide to a final mark.

•

Hesse: pupils train pupils

The object of a school experiment in Hesse is unique in the whole of the Federal Republic; it is to effectively prepare more pupils for cooperation in the "Schülermitverwaltung" i. e. pupil co-administration, which is usually the province of a handful of active young people. During this school year 800 pupils – mainly the "Klassensprecher" ("Class spokesman") from Classes 7 and 8 as well as future members of pupil councils in Classes 9, 10 and 11, – are to be trained for their responsibilities at seminars and courses. They are to learn to recognize educational-economic correlations and to be able to justify and put over demands on behalf of fellow-pupils vis-à-vis the teaching staff and the authorities. An advisory body of "Vertrauenslehrer" (staff acting as liaison between teaching bodies and pupils) is to assist the regional pupils' representative body in the running of these courses.

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Educational leave – Bonn office

According to the publication "Außerschulische Bildung" (Nr. 3/75), the "Organisationsbüro Bildungsurlaub" which has been set up by the "Arbeitskreis Deutscher Bildungsstätten" (i. e. "Working Group of German Education Centres"), has now started work in Bonn. This office is to take care of the technical and organizational aspects of experimental and development programmes for educational leave on the part of employees.

•

New career: "Environment Conservation Technician"

The "Fachschule für Galvotechnik" (Technical School for Electroplating) in Nuremberg has recently commenced a training course for environmental technicians (Umweltschutztechniker). They will be engaged in the fields of clean air, noise disturbance, vibration, water protection, radiation, waste matter and preservation of natural resources. Those wishing to train for this career must have the following basic qualifications: Hauptschulabschluss (Main School Leaving Certificate), a completed vocational training course and a minimum of two years professional experience.

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Editor's comment: Report on model experiments with "Facilities for 5 year-olds"

On the occasion of its latest plenary session (13.10.75) the joint Federal Government/Federal States Commission for Educational Planning received a report on the evaluation of supra-regional model experiments in the pre-school area, as called for by the Federal Government and the Länder.

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New Secretary-general for Education Ministers' Conference

At the 173rd Plenary Session at Hanover on 20/21 November, the Education Ministers and Education Senators of the Länder elected Ministerialrat Dr. Joachim Schulz-Hardt as the new Secretary-General of the "Kultusministerkonferenz".

The Secretary-General is the head of the Secretariat of the Education Ministers' Conference in Bonn and boss of all those working at this office.

Dr. Schulz-Hardt was born in Heerwegen (Silesia) on 9 June 1933. Following studies in law and political science, taking his doctor's degree in jurisprudence and completing the College of Administration in Speyer, he has been, inter alia, chief of section at the Ministry of Education in Schleswig-Holstein in the Higher Education and Science Department. As the result of special assignments he was concerned with matters embracing the whole of the educational area. He was a member of the Higher Education Committee of the "Kultusministerkonferenz". He was, in addition, guest-lecturer at the "Fachhochschule" (Technical College) in Kiel.
Dr. Schulz-Hardt is married and has a son.

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Appendix

Supplement to special theme (Ed. and Sci. 16–74)

"A studies' place for those with a foreign passport"

Study conditions for foreign students in the Federal Republic of Germany

(Index:
Foreign students, Basic Declaration by the Federal Republic of Germany on repatriation

Skilled staff who are urgently needed in developing regions often abandon all ideas of returning home. We particularly underline the following points contained in the Basic Declaration:

1. All training courses must relate to the needs of the country of origin.

2. Wherever possible the basic study should be completed in the country of origin or a neighbouring country where there are fewer language difficulties.

3. Diplomatic missions of the Federal Republic abroad make the issue of a visa dependent on the fulfilment of certain conditions:

- applicants must have made full preliminary use of available information and be suited for the proposed training course;
- the desired training objective in the Federal Republic must be realized in an optimum manner;
- all financial arrangements for a course of study must be assured.

4. Following the applicant's arrival, advice of both a specialized and personal nature is to be stepped up by enlarging the institutes suited for this purpose.

5. The Federal Government is to make every effort to ensure that adequate accommodation is available; in this connection it is appealing to the population of the Federal Republic to adopt a cooperative attitude.

6. Training centres are being urged to set up special funds to be in a position to be able to assist foreign trainees, who, through no fault of their own, find themselves in financial difficulties. The Government intends to examine to what extent a work permit can be issued in such cases bearing the training aim in mind.

7. The Federal Government considers that an extended stay in the Federal Republic to gain practical professional experience on completion of training, should not be longer than one year as a general rule.

8. Specialised further medical training for doctors coming from developing areas is to be permitted only in exceptional circumstances and on condition that the applicant can offer proof of a minimum of three years practical experience in his native land or a developing country. In addition, the application must be recommended by the health authorities in the country of origin with full reasons for the specialized training. The purpose behind this measure is obvious: there are over 5,000 foreign doctors practising in the Federal Republic of Germany alone – all hailing from developing countries where they are urgently needed.

The crux of the Basic Declaration is the delineation of constructive proposals aimed at guaranteeing the repatriation of foreign students as well as their subsequent professional and social integration. The Federal Government is basing these measures on the assumption that those completing a course of training will make a personal effort as far as their future responsibilities and professional activity are concerned in their homeland.

The Federal Government's contribution to the promotion of reintegration will, in the first instance and in close collaboration with the trainee's (student's) country of origin, be to develop processes suited to the improvement of the opportunities for expedient employment of the newly acquired training. In the view of the Federal Government, a key role will be played by the collation, evaluation and publicizing of information on existing opportunities and conditions of employment in the respective homelands in the realization of these initiatives designed to promote and facilitate reintegration. This would provide those undergoing training with the additional possibility of keeping up to date with the current state of the labour market in their homelands. Particular importance is attached to so-called "reintegration seminars" which are to be organized. They are to be run by the Labour Administration in the Federal Republic and those institutions with experience in the training of foreign nationals. Furthermore, scientifically conducted surveys on questions related to the labour market in developing countries are to be commissioned and contact with those who have completed a course of training and returned home to be intensified. Here the Federal Government is hoping that this will provide those who have stayed on in the Federal Republic with additional information in regard to the process of professional reintegration.

The Federal Government feels that repatriation is in principle a reasonable expectation even if this makes particular demands on the person concerned and implies direct intervention in his or her private and professional sphere. The developing countries could also justifiably emphasize the humanitarian reasons for their nationals returning home. In those cases where application for naturalization seems justified to the exclusion of development policy considerations, it is envisaged that the training subsidy be repaid so that this money may be used once more for the purpose originally intended.

Editorial closing-date: 18 November 1975.